

St Gabriel's C of E Primary School



Behaviour Policy Spring 2025

1. Development process

	Review date	February 2025 by MN
	Next review date	September 2025

2. Introduction

This document is a statement of the aims, principles and strategies for behaviour at St. Gabriel's School. It was written by the Headteacher, PSHE co-coordinator in collaboration with the School Home Support Worker, Home/School Liaison Officer, teaching and non-teaching staff, children and parents. It was most recently updated in February 2025 in line with new guidance outlined in Keeping Children Safe in Education 2024.

3. Background Information

St. Gabriel's School is a Church of England primary school in Pimlico. It is a one form entry school with a maximum of 210 children on the roll. We have a variety of children from different backgrounds, cultures, ethnicities and races, often including refugees and asylum seekers. Parents, children and staff are regularly consulted on their attitudes towards and satisfaction with learning, teaching, support and resources in the school through surveys.

4. Aims

At St Gabriel's we aim to promote positive behaviour in our pupils by encouraging good conduct and creating an environment in which it can flourish. We recognise our responsibility in this respect but equally recognise that parents and pupils themselves have a responsibility to play an active role in ensuring that the school is able to maintain an atmosphere in which learning can take place. In order for children to achieve their maximum academic potential in school they must feel safe from physical and verbal aggression and disturbance.

At St Gabriel's School we seek to encourage this positive behaviour between all members of the school community; adults and children alike, to promote:

- Consideration and respect for others within the school
- Consideration and respect of school and personal property
- The emotional, physical and psychological safety of all at the school
- The development of mutual support, both academic and social
- The development of personal autonomy, tolerance and understanding
- Preservation and enhancement of the school environment
- Honesty

We aim to achieve this by encouraging children to:

- have a positive, supportive and caring attitude towards others
- have pride in St Gabriel's School
- be honest
- have growth within personal autonomy
- have tolerance and understanding of personal limitations
- be respectful and show courteous consideration of others and their individual differences
- have regular and punctual attendance

In addition, the school has three school rules that all children must follow to support these aims:

1. We come to school to learn
2. We take pride in our school
3. We are courteous to others

Teachers may also create a class behaviour contract with the children in their class at the beginning of the academic year, which will set out classroom rules. These rules will aim to support the delivery of the schools aims in relation to the children's behaviour. Each child may be asked to sign their class contract and may then be given a copy of the contract to take home and share with their parent/carer.

These contracts may be referred to by the class teacher on a daily basis to remind the children of the behaviour expectations in class.

5. The responsibility of staff

1. To respect each individual child
2. To offer to children a balanced curriculum and to ensure that the work offered is differentiated and so related to each child's level of learning and potential.
3. To have planning available at the beginning of the week and visual timetables on display.
4. To ensure that lessons are interesting and stimulating and that there are sufficient resources.
5. To ensure that the classrooms and the school as a whole are attractive places in which to work.
6. To ensure that parents are informed about and involved in the child's educational progress and behaviour at school.
7. Help children to understand that it is alright to make mistakes.

6. Rewards

- Being awarded house points. The house with the most points wins a shield at the end of year
- Class rewards
- Receiving good work or good behaviour stickers from the class teacher
- Awarding steps on 'Steps To Success' charts that result in a reward for the end of the week
- Being sent to the Headteacher at 3.00pm KS1 and 3.15pm KS2 for 'good work'
- Having responsibilities either in class or in school in general
- Public acknowledgement for improved behaviour, an exceptional piece of work etc through whole school assemblies on Thursdays, where two children's names from each class are entered into the 'mentions book' and are given a St Gabriel's sticker
- 'Star of the week' award and music and sport certificates – these are given out every week during family assembly when parents are present
- Being awarded a courtesy badge at assembly on Friday and entered in the courtesy book
- Award of Top Table
- Letters home to parents
- Class of the week cup

These rewards operate on a hierarchical system

- Verbal praise
- Class reward points/house points
- Sent to good work
- Mention sticker/courtesy badge
- A phone call/letter home
- A letter sent from the head teacher to parents
- Top Table
- Star of the week at family assembly

7. Sanctions

Even though these strategies work well with the majority of children there will still be some children who will find it difficult to stay within the boundaries set both in class and in the school. When this occurs sanctions are used, which we consider appropriate to the behaviour concerned.

In extreme circumstances, staff may be required to use restraint as a final resort to ensure the safety of students and staff. In these rare incidents, positive handling techniques, of a reasonable and proportionate manner, will be employed by staff who have been trained in the use of these techniques.

For children who are displaying repetitive behaviours, a Pastoral Teaching Assistant may be used to work with children to help in changing learned behaviours and teaching new methods of dealing with self-control and self-esteem.

The school will manage e-Safety incidents in accordance with the school behaviour policy where appropriate.

Classroom incidents

a. Minor Classroom Incidents

Minor incidents in the classroom are considered as:

- Calling out rather than putting up a hand in order to speak
- Continually talking/talking out of turn
- Disturbing other children working at theirs and other's tables
- Failing to follow instruction from an adult or refusing to complete work
- Not sitting sensibly on the carpet/at their tables

These incidents will be dealt with using the following hierarchical system

1. The child will be given a verbal warning.
2. The child is given a visual warning, e.g. name on the board, and may be moved within the room.
3. The child will be given 5, 10 then 15 minutes time out from play/lunchtime which can be earned back if good behaviour continues for the rest of the lesson. In KS2 Children will be given lines rather than time out of the playground. Children will be given 10 lines in lower KS2 and 5 extra lines for every extra warning. In upper KS2 children will receive 20 lines and 10 more for every extra warning.
4. The children will be sent to a neighbouring teacher (An SOS sheet will accompany the child) (Appendix 1).
5. The children will be sent to a senior teacher (An SOS sheet will accompany the child).
6. A phone call home will be made.

Any incidences of disrespectful behavior will be dealt with immediately and children will not be given warning but will instead receive an immediate consequence of missing the next available break period- either break or lunch.

Disrespectful behavior includes answering back, arguing with staff, rolling of eyes, kissing of teeth, poor body language and any other behaviour that is deemed to be disrespectful by classroom staff.

If any lunch time is to be missed, this should be supervised by the class teacher, in the classroom, not by the lunchtime duty teacher.

It is important that children have a clear understanding of why they are being kept in or are out of class, therefore during time out of class the child will complete a 'behaviour sheet' (Appendix 2) provided by the teacher in the new classroom. On their return to their own class, the child will give this behaviour sheet to their class teacher, who may use this as evidence of persistent misbehaviour at any future meeting with the child's parents.

Teachers may give students lines to write in place of the behaviour sheet. This is to be done at teacher's discretion and only to KS2 children. If giving lines, teachers should also be mindful of the number of lines a child is receiving. Lines will follow our policy aim and will state what children should be doing instead of displaying the behaviours which have led to them receiving the consequence.

If a child exhibits continuous 'low level' negative behaviours as described above this should be recorded by the teacher. In this instance targets may also be sent home with a child every day for a fixed period of time. If persistent misbehaviour continues, the teacher will seek advice from the Assistant Headteacher leading behaviour.

If it is likely that an incident could roll over into lunch time and effect behaviour in the playground, the Mid-day Meal Supervisor should be informed.

b. Major classroom incidents

Major classroom incidents are considered as when:

- a child has caused injury to another child or a staff member.
- a child has purposefully damaged property in the classroom, e.g. breaking it, graffiti etc.
- a child has used furniture in the classroom in an aggressive manner.
- a child has been verbally aggressive or rude or has made racist, homophobic or sexist remarks to another child or staff member.
- A child has shown a deliberate disregard for safety measures concerning government guidelines for COVID-19. This may include acts such as spitting or coughing directly on other children.

These incidents will be dealt with in the following way:

1. The Pastoral Teaching Assistant, Assistant head or the Headteacher will be sent for immediately or the child will be sent to them with an adult and an SOS sheet.
2. The school will contact the parents either verbally or in writing to inform them of the incident

In very extreme and rare cases, children will be internally excluded for between 1 – 3 days.

A last resort (which occurs when all support avenues have been attempted or when an incident is so serious that it is beyond acceptance) is an external suspension. The governors will be required to approve the Headteacher's decision if a suspension is given for 5 days.

The very last resort is a permanent exclusion. We hope never to have to get this far.

Any SOS sheets used will be sent to the Assistant Headteacher leading behaviour as soon as possible. These may be used by teachers in any future discussions with parents about their child's behaviour.

c. Work related incidents

When a child persistently refuses to undertake the work given to them, but is not disrupting other children, a senior teacher, Deputy Head or Headteacher will be sent for to visit the classroom. The class teacher will speak to the parents after school and the uncompleted work may be sent home for completion.

Playground incidents

If unacceptable behaviour occurs at break or lunchtime, children will be told to stand against the wall for an interval of time determined by the playground staff based on the severity of the behaviour. Staff will be mindful about the length of time that children stand against the wall in very hot, or cold weather. (See break and lunchtime supervisors handbook for information). If the behaviour continues, or is of a violent nature, the child will be sent to the Assistant Headteacher or Headteacher.

Where incidences of fighting are reported to the Assistant Head, class teacher, Headteacher or duty teacher, the fight will be investigated and the children involved will miss two lunchtimes. Any incidents of children using physical violence or aggression for any reason will result in missing two break and lunch times. This time is spent with the duty teacher in the dining hall or with the Assistant Headteacher leading behaviour. Where a fight involving the same child occurs within the same half term, 3 lunchtimes will be missed this time. If the children involved are absent from school the detentions will be carried over until the child returns.

All significant behaviour issues will be recorded by the Assistant Headteacher in charge of behaviour. This information will be stored and used for monitoring purposes.

Any significant incidences that may affect the classroom, should be passed onto the class teacher when they collect the children.

Incidents outside of school

It is the responsibility of parents and St Gabriel's staff and governors to keep our children safe. It is important that behaviour out of school is monitored by and is the responsibility of parents. However, if St Gabriel's staff are made aware of a safeguarding related issue, bullying (including but not limited to cyber bullying or homophobic bullying), sexual harassment, racism occurring out of school or/and impacting on behaviour and wellbeing in school, or if the behaviour of a St Gabriel's pupil reflects poorly on our school, parents of the children involved will be contacted by the child's class teacher, the Assistant Head in charge of behaviour or the Headteacher, in order to address this issue. Consequences may be given for behaviours outside of school that impact directly on the school, its students and/or its staff.

Harassment

KCSiE 2024 outlines sexual violence and harassment:

Sexual violence and sexual harassment can occur between two or more children of any age and sex, from primary through to secondary stage and into college. It can occur also through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face-to-face (both physically and verbally) and are never acceptable

This is further supported by '**Sexual violence and sexual harassment between children in schools and colleges' 2021:**

Whilst not intended to be an exhaustive list, sexual harassment can include:

- *sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;*
- *sexual "jokes" or taunting;*
- *physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and*
- *online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:*
 - *consensual and non-consensual sharing of nude and semi-nude images and/or videos. As set out in UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people (which provides detailed advice for schools and colleges) taking and sharing nude photographs of U18s is a criminal offence;*
 - *sharing of unwanted explicit content;*
 - *upskirting (is a criminal offence);*
 - *sexualised online bullying;*
 - *unwanted sexual comments and messages, including, on social media;*
 - *sexual exploitation; coercion and threats.*

At St Gabriel's, we take every incidence and allegation of harassment seriously. Any and all incidents will be investigated and dealt with by a member of SLT and clear and concise consequences may be issued to students who are perpetrators of harassment. It is possible that investigations may lead to further advice or referrals being made to outside agencies (for example children services or police) to ensure appropriate support for the victim and potentially for the perpetrator. It is our intention to create a zero-tolerance culture of harassment and to make it clear that harassment in any form is never acceptable.

Victims of harassment: It is also our duty to ensure that victims of harassment are reassured that their concerns are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Bullying

Bullying can have a destructive and harmful impact on the lives of children and young people. It not only affects those being bullied but also those who bully and those who stand by without intervening or seeking help. It can lead to feelings of self-doubt, lack of confidence, low self-esteem, depression and sometimes even suicide. It can also affect the ability of a child or young person to enjoy, achieve and to be healthy, both physically and emotionally. A bully who is not questioned for their behaviour learns that he/she can get away with violence, aggressions and threats and that this sort of behaviour gets them what they want.

St Gabriel's school does not tolerate bullying of any sort, irrespective of gender, race, ability, special needs, size or age and considers that both bully and bullied need to be supported positively, to moderate unacceptable behaviour and to take remedial action when appropriate.

Definition

"The intentional hurting of one person by another, where the relationship involves an imbalance of power. It is usually repetitive or persistent, although some one-off attacks can have a continuing harmful effect on the victim." (Anti-bullying alliance)

Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally (Safe to Learn – DCSF)

Bullying can either be:

- Physical – pushing, kicking, hitting, pinching, threats, e.g. "If you don't give me your money, I'll get you after school"
- Verbal – name calling, sarcasm, spreading rumors, persistent teasing
- Indirect– spreading nasty stories about someone, gossiping and excluding people from social groups like games, hiding the child's belongings, humiliation
- Racist – racial name calling, gestures
- Cyber bullying – please refer to the e-safety document

Why bullying may occur

There are many reasons why children become bullies. It may be:

- a way of coping with a difficult situation, i.e. a death of a relative, a lack of attention,
- jealousy
- inability to accept differences between people
- the need to exert power over other weaker children
- being spoilt and used to getting his/her own way etc.

Bullies are often unhappy and use bullying to achieve popularity and friends. They have to learn that bullying is unacceptable behaviour and that there are severe consequences if they continue to act as a bully. They should be given plenty of encouragement to stop bullying but also must not be allowed to get away with it, for their own sake and for the sake of their victim.

Children who are bullied will be different in some way to the bully. This gives the bully an excuse for his/her behaviour. The 'difference' is not the victim's fault. Nobody should have to suffer bullying.

Who may be bullied

A bully may target anyone, but children with specific problems such as speech difficulties, academic difficulties, a disability etc, children who wear spectacles, braces, different clothes, or have different hairstyles etc are highly vulnerable to bullying.

Teachers should make sure that they are aware of children in their class who may be vulnerable to being bullied and be vigilant towards any bullying behaviour towards them, in particular towards children with Special Educational Needs, who may not be aware if they are being bullied.

The Law

The law states that pupils have the right to be educated in an atmosphere which is free from fear. Head teachers and others responsible for running schools have a duty to do all that they reasonably can to protect pupils in their charge from intimidation, assault or harassment. This right and this duty are enshrined within documents such as the UN Convention on the Rights of the Child, the Children Act 1995 and the European Convention on Human Rights.

It should also be remembered that schools are subject to the law of the land. Assault, harassment and intimidation are offences, whatever the age of the perpetrator or victim and the Disability Discrimination Act.

Aims

At St Gabriel's we aim to:

- bring issues of bullying into the open
- teach children that bullying is everyone's responsibility
- develop the self-esteem of pupils by investigating and resolving an instances of bullying
- engage parents at every level in bullying issues
- ultimately reduce incidents of bullying/ eliminate bullying

How to identify if someone is being bullied (parents and teachers)

Children often give signals that they may be being bullied. They may:

- Be frightened of walking to and from school
- Not want to come to school
- Feel ill in the mornings
- Start to do badly in their work
- Become quiet and withdrawn
- Wet the bed
- Lose their appetite
- Ask for money (to pay a bully)
- Become aggressive and unreasonable

It is important to look for signs of any of the above if you suspect a child of being bullied. However, this list is not exhaustive.

What to do if you suspect a child is being bullied (parents)

Often bullies are very clever at not being seen. Parents are usually the first to notice that their child is behaving differently.

If you suspect that your child is being bullied or your child tells you that they are being bullied you should:

- Stay calm, try not to become angry or aggressive.
- Try to find out exactly what has happened.
- Come into school and make an appointment with the class teacher, Deputy Head or Headteacher to discuss your suspicions or anything that your child has told you.
- Write everything down – dates, injuries and meetings. A written record makes it easier to check facts.
- If a child is being bullied he or she will be feeling low in self confidence. Try to boost your child by praising him/her, reading stories, etc.

After you have informed the school, the school will carry out an investigation based on the information that you have provided. It may take a bit of time to investigate the matter as all staff and pupils concerned will be spoken to. The school will always respond as quickly as possible and inform you of any action that has been taken.

What to do if you suspect a child is being bullied (Staff)

- Ask other staff if they have noticed anything.
- Ask the child if there is anything wrong. Express your concerns so that he/she knows you are worried. This often helps the child to 'open up' if there is anything troubling him/her.
- Inform the Assistant Headteacher in charge of behaviour.
- Inform all staff so that they can watch the child when in the playground by placing a note in the staff message book in the staff room.
- Voice your concerns to his/her parents. They may be able to explain the behaviour – it may be something at home that is worrying the child. The parents will also be able to talk to their child and inform the school if they find anything out about the suspected bullying.
- Keep a written record of any conversations with the child (other children you have spoken to) in the class behaviour book.

What to do if a bullying incident is reported to you (staff)

If an incident has occurred which either yourself, another member of staff, another child has witnessed and informed you of that might be a bullying incident, or if a child themselves tells you that they have been bullied you should carry out a full investigation.

- Speak to the victim and ask them where and when the bullying took place and by whom
- Speak to the bully and find out why they behaved in this way.
- Speak to any other children who are mentioned by the victim or bully
- Inform the Assistant Headteacher in charge of behaviour and parents.
- Keep written records which include the type and pattern of bullying behaviour, the number of incidents reported, the time taken and actions taken to resolve incidents, who was involved/affected, why it is bullying, the actions agreed to be taken, the outcome.

A copy of your written record should be kept in your class behaviour book and given to the Headteacher to be entered into the school bullying record book, which will be analysed to assess the impact of the school's anti-bullying policy.

If the bullying incident is considered to be very severe, the incident will be referred to the Headteacher.

What to do if you see somebody is being bullied (children)

- Ask him or her to come and join your game
- Don't smile or laugh with the bully
- Tell the bully to stop (if you feel confident to)
- Show the bully that you don't approve by walking away or by showing it in your face
- Tell the nearest teacher/Learning Support Assistant
- Tell your class teacher

What to do if you are bullied

- Tell your teacher or another adult in the school
- Tell your family
- If you are scared take a friend with you
- Keep on speaking until somebody listens
- Don't blame yourself
- Don't put up with it

18. School Governors

The school governors will review this policy in line with the review policy timetable

Reviewed by the Curriculum Committee

Next Review Date: Autumn 2025

Appendix 1

Sample SOS Sheet to be sent with a child when they have time out in another class:

S.O.S

Name	Class	Date	Time

☐ Please speak to this child and send back straight away.

S/he has
.....

☐ Please speak to this child and keep until the end of the lesson. S/he has

.....
.....

☐ Is feeling unwell. Please keep in the office until feeling better or send home.

Appendix 2

Sheet to be filled in by a child if they stay in at break or lunch time or have been sent to another class.

KS1 Why am I staying in at playtime?

	Name:	Class:	Date:
Why am I staying in at playtime?			
What was happening before this happened? (Lesson - Task?)			
What made you upset/angry/sad? What caused your behaviour?			
How did my feelings change when this happened? What was I thinking and how did my body feel?			
What could I do next time I feel like this?			

Can you draw a picture of what should have happened?

Can you write a short story to explain what happened?

KS2 Why am I staying in at playtime?

	Name:	Class:	Date:
Why am I staying in at playtime?			
What was happening before this happened? (Lesson - Task?)			
What happened to change my feelings?			
How did my feelings change when this happened? What was I thinking and how did my body feel?			
What could I do next time I feel like this?			

